

CASE STUDIES FOR TRAINING IN PUBLIC ADMINISTRATION

A REPORT

Editor

JAIDEEP SINGH



INDIAN INSTITUTE OF PUBLIC ADMINISTRATION
INDRAPRASTHA ESTATE, RING ROAD, NEW DELHI-110002

**CASE STUDIES FOR TRAINING
IN PUBLIC ADMINISTRATION**

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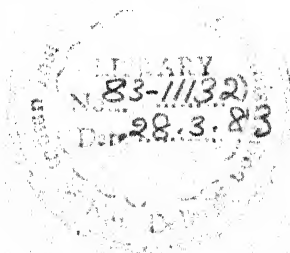
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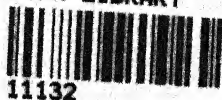
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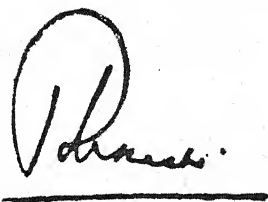
FOREWORD

Over the last two decades, the IIPA case study project has been in operation. Under the project as many as 65 administrative case studies have been published by the Institute. A number of case writers and members of the faculty of the IIPA as well as successive project directors have contributed to the work related to this project.

In the context of work already done by the IIPA in the case study programme, a three-day workshop was organised at the IIPA from April 22 to 24, 1982. It was a three-tier workshop—the first tier related to the use of the case study in the training programmes in public administration, the second related to the writing of the case study for the training programme and the third related to future planning of the case study programme. A large number of institutions engaged in teaching public administration sent their representatives to participate in the workshop. There were also a number of past and potential case writers as well as the administrators. The participants brought to bear on the discussions a great deal of knowledge, experience and real enthusiasm for more effective training in public administration. We are very happy to bring out this publication which is the summary report of the outcome of the workshop.

I would take this opportunity to express my appreciation of the effort put in by Dr. Jaideep Singh in preparing this material for publication. I must also express my thanks to the Chairman of the Case Study Committee of the IIPA, Prof. M.V. Mathur, who not only provided the guidance and inspiration but also took an active part in the deliberations of the workshop. I must also thank the chairmen of the various sessions of the workshop. I hope that this publication will provide a definite landmark in the evolution of the case

study programme at the Institute and a starting point for new initiatives.

A handwritten signature in black ink, appearing to read 'P. R. Dubhashi', is written above a solid horizontal line.

(P. R. DUBHASHI)
DIRECTOR

NEW DELHI
OCTOBER, 1982

PREFACE AND ACKNOWLEDGEMENTS

The Indian Institute of Public Administration initiated its case study programme in 1961 when a Committee on Case Studies was set up with Shri S. S. Khera, the then Secretary to the Government of India, Ministry of Steel, Mines and Fuel, as its chairman. The main objects of the programme were: (a) to promote a deeper and wider understanding of the functioning of Indian administration in its environmental and institutional framework; and (b) to build up a body of systematic knowledge about administrative processes in India. In pursuance of this programme, the Institute has so far published 65 case studies covering a very wide spectrum of the reality of Indian public administration. By and large, these case studies have been appreciated for their informational content and general educational value. However, our hope that they would be extensively utilised for training programmes in public administration has not yet been fulfilled. In 1981, IIPA's Committee on Case Studies had sent a questionnaire to a selected group of major training institutions and research organisations in India and the response indicated that very few of them were making effective use of IIPA case studies.

The Indian Institute of Public Administration decided, therefore, to hold a national level Workshop on Case Studies to take a fresh look at the various issues involved in the use of case studies for training in public administration in India and, also, to take stock of IIPA's case study programme and prepare an action plan for the future.

This Workshop was held at the Indian Institute of Public Administration from April 22-24, 1982. The Workshop was coordinated by Shri N. R. Gopalakrishnan, Assistant Editor, IIPA and Member-Secretary, IIPA Committee on Case Studies and myself under the overall enlightened guidance and leadership of Shri P. R. Dubhashi, Director,

Indian Institute of Public Administration and Project Director, IIPA Committee on Case Studies and Professor M.V. Mathur, Chairman, IIPA Committee on Case Studies. Thanks to the distinguished resource persons and participants, the Workshop was an extremely worthwhile experience.

The present work entitled : *Case Studies for Training in Public Administration—A Report* attempts to highlight the substantive points and the major conclusions and recommendations of this Workshop. We are hopeful that this report will facilitate further our cooperative efforts towards a more fruitful realisation of the potential of case studies for training in public administration in India.

Finally, we acknowledge with gratitude the enthusiastic assistance rendered by Shri V. Ramakrishna, Assistant Registrar, IIPA and Shri Om Anand, Publications Officer, IIPA in the operational coordination of the Workshop and the excellent secretarial assistance rendered by Shri G.C. Tandon.

NEW DELHI
OCTOBER, 1982.

JAIDEEP SINGH
READER IN BEHAVIOURAL SCIENCES

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DIRECTOR'S REMARKS

Relevant excerpts from the remarks made by the Director, Indian Institute of Public Administration at the inaugural and valedictory sessions of IIPA's Workshop on Case Studies are given below. These provide a clear idea of the perspective and conceptual framework within which we designed the workshop and a general overview of the essential conclusions and recommendations of the workshop.

INTRODUCTION TO THE WORKSHOP

...On an analysis of the 65 case studies brought out so far by the Indian Institute of Public Administration it would be fair to say that they do deal with a very wide spectrum of the administrative reality and they do mirror the priorities of administration as we have pursued them in the post-independence period. Unfortunately, neither the administrators nor the trainers have made much use of the case studies brought out by the IIPA. Not because, as I said, of inherent defects in the case studies that have been brought out for they do bear the imprint of a sincere, dedicated effort on the part of a large number of case writers and those who edited them and gave them shape. But, the fact remains, that neither the administrator nor the trainer has drawn much on this very precious treasure of administrative case studies which have been offered by the IIPA over the last 20 years; and that really made us feel it necessary to organise this workshop to critically look at what has happened. And in the light of critical analysis, what should be the shape of the case study programme to be promoted by the IIPA in the years to come?

The administrators might feel that they do not have to read the case studies to know what reality is because they are concerned with the reality every day. Moreover, do they have the time to go through these case studies to find out

what administration is and what reforms are necessary? Perhaps this can explain the apparent indifference of the practising administrators to the case studies programme. But what about the trainer? Now it is the duty of the trainer to look at the training material and why is it that he has found this particular material to be of not such a great use? We considered this matter at a meeting of our Faculty and we tried to probe into this. We also issued a questionnaire to the various training institutions. . . . One point which came out from the responses was that the case studies are far too long to be of use as training material in the various training programmes of the training institutions...and a clear suggestion was made to us that you stop bringing out these long case studies. I remember one of the earliest case studies by the late Shri Narula ran into a full book. So can we really stop bringing out long case studies and have just 2-3 page case studies which can be readily put to use in our training programmes? I do not know what you feel about this and this is something which we are going to discuss. But my considered conclusions after reflecting on all of them is that perhaps we have not given a fair trial to the case studies brought out by IIPA and perhaps it is unrealistic to imagine that administrative case studies will be available in a span of not more than 3-4 pages because administration is not like the management of an individual business firm.

Administration is vast, complex and complicated and whether you are concerned with the portrayal of the administrative situation or environment or with the process of decision making or with the formulation of programmes or their implementation, what we have is not a simple programme, simple structure and simple procedure of decision making. What is involved is a large number of agencies, diverse number of problems, various tiers of efforts and if the administrative case studies are to portray reality rather than some theoretical principles in the text books of public administration then I am afraid this kind of an idea that you can have a worthwhile administrative case study consistent with reality in a matter of 2-3 pages or even 10 pages is not quite realistic.

I do feel having regard to the need for the formulation

of the case study in an adequate way and consistent with the reality of administration, the administrative case study would be somewhat lengthy in character. But that itself should not detract from its use as a tool of training. If an analytical approach is brought to these case studies, we could really bring out the various issues to be considered, the various agencies that are involved, the various attitudes and approaches to administrative decision making and so on. If these are analysed, then both the student and the trainer in public administration can put these case studies to effective use. So we thought that let us make an effort to see that the use of case studies is facilitated by a kind of a guide for the users and writers of the administrative case studies.

As I said let us have a look at the 65 case studies brought out by us so far. Let us see to what extent each of the case studies can be used as a tool of training. Let us see to what extent the deficiencies in these studies could be got over in studies to be prepared in the years to come. My colleague, Dr. Jaideep Singh, went through a painful process because it is not so easy; he went through half a million words in cases running into nearly 2000 pages and we have brought out right before the commencement of this workshop and for the use of the workshop a publication—The Trainers' and Writers' Guide to Administrative Case Studies—brought out by the IIPA....I would request all the participants to kindly spare time to have a look at the Guide and say to what extent at least with the use of this Guide the administrative case studies of the IIPA could be put to some effective use in the training programmes because it is this with which we are concerned. If nobody is going to look at the case studies then what is the point in bringing them out? Even within the IIPA I must confess that there is a chasm between the case study projects and the training programmes. The case study project is concerned with the case studies for their own sake and the trainers are concerned with the training programmes. I have not yet been able to link them in the manner in which one would like to see them. Now this is the position in IIPA where the case studies are prepared. I could well imagine the situation with a number of training institutions which are engaged in the training of one aspect or another of public

administration. I would therefore be looking forward to the reactions of the participants to the case studies as prepared by us and as prepared by them so far. To what extent do they cover the whole gamut of public administration? Do they reflect the priorities of administration? Do they help us as tools of training? And, of course, in the final analysis, do they help administrators in understanding the reality of administration and to introduce changes and reforms in administration?

Now our workshop has been organised bearing all these in mind. Therefore, it is a three-tier workshop. The first day of the workshop is the Trainers' Workshop. The trainers are going to take stock of the case studies prepared so far and find out whether the lack of full use of the case studies is because of any deficiencies in the case studies or because of their own teaching methods. Maybe that we are so traditional in our training techniques that we think that there is no other better method than the straight lecture method. We, as it were, say that the other techniques are also taken note of. Whether this is a case study or a management game or the role play or in-basket. There is a whole pedagogy of training methods. But I have a suspicion that in spite of the lip service that we pay to the varieties of training techniques we seem to be comfortable only with one method and that is the lecture method. Our comfort as trainer does not necessarily correspond with the demands of effective training and therefore, if there is something to be modified by way of the techniques of training that we adopt, I think the sooner we do that the better. We may have to find out how lectures could be combined with case studies for the proper treatment of the subject. This is something which we are going to consider in the first day: the Trainers' day.

The second is the Writers' day. If the trainer says that these are the kind of changes that should be made in the formulation of our case studies then it is necessary that the writers should know what the trainers need. If the writers are on the supply side and the trainers are on the demand side, the preliminary formulation of economics is that demand and supply should meet. And therefore, hopefully, the second day would provide a dialogue between the trainers and the writers so that the case studies programme in the

years to come would meet the requirements of our training programmes.

The third day is where the trainers, writers and the administrators would come together and in the light of the interaction we will be working out the future shape of the administrative case studies programme by the Indian Institute of Public Administration, the programmes by other institutions and maybe we could bring out the ways in which a collaborative effort in the vast field of administrative case studies could be attempted.

It is high time that the efforts of various training institutions are brought together in some common platform. Hopefully, this is what we might attempt on the third day and we could come up with a clearer idea of the shape of the administrative case studies programme in the years to come. I do not know whether on the third day we can also persuade the administrators to have a look at the case studies to understand administration better. Sometimes in the daily mill of administration, though we are involved we do not see. It is outsiders who see best. And therefore, a case writer looking at the administrative reality may bring out the reality much better than that perceived by the administrator. I am not without hope that the administrator will find these case studies worthwhile for a better understanding of administration and for introducing needed changes in administration.

So, friends, this is our structure for the three-tier workshop. I am really very happy that in response to our invitation you have come here. You bring with you a great deal of experience not only in administration but in training related to administration and I would be looking forward to a very creative and interesting interaction between all the participants...

CONCLUSIONS AND RECOMMENDATIONS OF THE WORKSHOP

I think it would be appropriate on my part to sum up the deliberations of this workshop which has gone on for the last three days and which evoked such a tremendous response

from various training institutions engaged in training in different parts of the country on public administration and which has seen such a good discussion during the last three days. The workshop was held against the background of the case study programme of the Indian Institute of Public Administration which has gone on for more than two decades. Our idea of the workshop was to take stock of the programme as it has gone on during the last two decades, the output from this effort, the extent to which this effort has been put to use and to find out by the review of the effort over the two decades whether some signposts or some guidelines for future course of action could be drawn up so that a blue print of the programme of case studies of the Indian Institute of Public Administration in particular and of the entire programme of training in public administration in general could be chalked out.

...The over-riding single conclusion that emerged from the deliberations of the workshop is that the case study is an extremely important and significant method of training in the training institutions because it is based on the philosophy of the process of education of adults.... It is not as though that the case study method is an easier alternative to other methods of training. Indeed it was recognised at the workshop that the case study method is a demanding method of education in public administration and calls upon both the trainee and the trainer to put in greater effort. On the part of trainers it demands that they evolve a sequence which is considered necessary for the case studies that they will take up in the process of training. It is incumbent on the part of the trainer to link up the case study with other literature which is relevant to the theme, to the field and the subject with which that case study is concerned. It is also demanded that the trainee reads the relevant materials and exercises his mind in an active manner on the issues and the points which are raised by that particular study. So while it is an effective method of training it is not so easy a method of training. It demands greater effort on the part of the trainees and trainer alike. A variety of case studies are

possible—whether they are on the policies or programmes or projects—in various kinds of training programmes and institutions. To be an effective tool of training, the case study must be of a certain quality. A case study must be objective, it must be analytical, it must be a coordinated account, it must be sensitive to the nuances of the administrative situations. And it is when the case study is comparatively objective, analytical and sensitive that it provides an excellent material for training. Now in order that the case studies are put to proper use it is necessary that you have the training in the training institutions which are capable of using the case study method. It was felt that while the various training institutions are agreed upon the need and importance of case studies as a technique of training, they were not convinced on the importance of training the faculty in the use of the case study method. Therefore, the workshop laid a good deal of emphasis on building up faculty competence and to get them used to the use of case studies as a tool for training. It was suggested that the Indian Institute of Public Administration or maybe any other institute has to arrange programmes for the training of trainers in the technique of case study method for training in public administration.

The second important point was regarding the equipping of the training institution in the use of the case study method. There was the need to have specific case studies for specific programmes. The programmes are different. Some training programmes are for the beginners, *i.e.*, training on induction into service, other programmes are for the middle and the senior level administrators. It was generally felt that the case study method is more appropriate for the middle and higher personnel rather than the beginners, though of course, even for the beginners, at the hands of competent trainers, the case study could be a useful method of instruction. You do require various kinds of training institutions, various specific programmes in training, and therefore, the need was felt to evolve specific case studies for specific training programmes.

What are the kinds of specialised specific case studies that we have to work out for specific programmes of training

in public administration ? Who is the person to prepare such specific case studies ? We must have case studies which are relevant to the specific programmes of training. There can be two types of case study writers, the academicians and the administrators. The difficulty of the academicians is that they do not have the access to the records as they are not personally involved. This is the real difficulty. On the other hand, the administrators have their own limitations. He may be inhibited by his own personal involvement, by the need to secure permission or by the consequences of writing case studies or by his position in the administrative system and therefore, both the academicians and the administrators as case writers need to be assisted in a proper way so that they can write the case study, they can get clearance and they can send it for publication. It was felt that the case writers need to be encouraged by rewards, recognition and remuneration. A remuneration of Rs. 750, which might have been adequate some years ago, is no longer considered to be adequate. Therefore, this bread and butter problem, the problem of remuneration, recognition and rewards are not without relevance, if we consider that case studies are important for our future training programmes.

What are the case studies which are considered to be particularly important and the areas which need priority attention ? This was the question that was considered. Now a distinction was made between specialised case studies which are required by the specialised training institutions and the general case studies related to the general aspects of public administration and it was felt that while the specialised institutions must work out their case studies programme, the Indian Institute of Public Administration will lay emphasis on broader aspects of administration. On these general aspects of administration were mentioned issues like the morale of the public services, the role of the public services, the timely completion of the projects so that there is no cost and time escalation, the conformity to the rules and regulations, the relevance of achievement in public administration, the process of decision making, the organisational structure, etc. These were identified and some of the priority areas where the IIPA must bring out case studies

in the years to come were discussed.

The role of the IIPA was considered later. It was felt that the IIPA has a special role to play as a coordinator and a crystallizer of the case study programme and the Institute has to build up what is called the clearing house of case studies in public administration. The clearing house would bring together in one bank the case studies produced from time to time by the various training centres and in the light of them they may be circulated so that the case studies produced by one centre could be used by the other centre. So the clearing house could be a depository. It should be a centre for exchange of cases studies. Secondly, the IIPA should also promote the use of case studies. It can promote the use only by placing case studies at the disposal of various centres. It can also promote case studies by sending the case study writers and the experts on deputation to help the organisations for writing the case studies. The IIPA could also hold the annual workshops where the case study writers and the trainers could come together to go into the manner in which the case studies could be used effectively as one of the instruments and techniques of training. Charity begins at home, and therefore, the IIPA should start effectively using the case studies in its own programmes. Finally, the workshop recommended the establishment in the IIPA of a cell or unit to look after the case study programmes specially, for the promotion of the programme of case studies. The establishment of this unit does not mean that the use of case studies or the promotion of the case studies is only the concern of the unit. The unit is there only to propagate the use of case studies through various subject-matter divisions in the IIPA. It is not as though in the IIPA alone there should be such a cell. There is need to have case study cells in all the training institutions and in fact one of the suggestions was that such a cell may be established in the various specialised organisations like the railways, central electricity authority, etc., so that the material which is used by the case studies programmes could be brought out and put to use in the whole system.

Friends, these are some of the recommendations/conclusions which emerged out of this workshop. This has been a

worthwhile workshop. It has been a workshop with full participation of all the participants and it has led to a better and stronger determination on the part of every institution to make most use of case studies as a technique of training. So this is the outcome of our 3-day workshop on case studies.

REPORT ON THE WORKSHOP

This report highlights the substantive points and recommendations made at the workshop. The report is divided into five sections corresponding to the five major objectives of the workshop.

OBJECTIVES OF THE WORKSHOP

The "Workshop on Case Studies" had the following five major objectives:

- A. to examine the value of Case Studies as a means of improving training and education in public administration;
- B. to take stock of IIPA's Case Study Programme;
- C. to make suggestions for improving the utilization of Case Studies;
- D. to make suggestions for improving the writing of Case Studies;
- E. to work out an action plan for IIPA's Case Study Programme during the coming years.

SECTION A : VALUE OF CASE STUDIES

Case Studies have an unlimited potential for becoming an extremely significant and important means of contribution to training, research and operational reforms in the field of public administration.

To date, very little progress has been made in India towards the utilisation of this potential, particularly so, in the area of training.

The responsibility for the fuller realisation of this potential is shared by all of us.

Central and State Governments must actively promote the preparation of case studies and encourage their utilisation.

In order to promote the preparation of case studies, more open access to information sources, *i.e.*, official records and persons, needs to be given. Case writers have to be more highly valued.

In order to promote the utilisation of case studies, more value and recognition to the whole field of training needs to be given. Governments have to realise more strongly that training is a potent means for improving the effectiveness of the performance of public administration. Naturally, a policy of higher recognition for training would have many other implications in areas like selection of trainers and trainees, administrative performance appraisal and promotion policies, provision of more financial resources for training, value accorded to trainers, etc.

Academic institutions/universities must similarly take training more seriously. This would be reflected in their policies of faculty recruitment, performance appraisal, remuneration, promotion, etc.

Likewise, Public Enterprises/Organizations should take an active role in the valuation and development of training programmes in general and case studies in particular.

SECTION B : IIPA'S CASE STUDY PROGRAMME

Since its inception in 1961, IIPA's Case Study Programme has brought out 65 case studies. These case studies portray the creation and management of institutions, policies, projects and programmes in many sectors and areas of public administration. Most of the recurring critical problems of public administration in India can be highlighted by the use of these case studies. The following list is illustrative of such problems :

- (i) Problem of decision-making
- (ii) Problem of leadership
 - Political leadership
 - Administrative leadership
- (iii) Problem of organizational structure
 - Responsibility and accountability
 - Delegation of authority
 - Integration of objectives

- (iv) Problem of organizational effectiveness and development
- (v) Problem of coordination
 - Interpersonal coordination
 - Intergroup coordination
 - Interorganizational coordination
 - Intergovernmental coordination
- (vi) Problem of communication
 - Interpersonal communication
 - Intergroup communication
 - Interorganizational communication
 - Intergovernmental communication
- (vii) Problem of motivation
- (viii) Problem of relationship/interaction
 - Between administrators
 - Between specialists
 - Between administrators, specialists and politicians
 - Generally, between the democratic, elected element of public administration and the bureaucratic element
- (ix) Problem of formulation of projects and programmes
 - (x) Problem of location of projects
 - (xi) Problem of project management
 - (xii) Problem of delay in projects
 - (xiii) Problem of implementation of programmes
 - (xiv) Problem of raising financial resources for projects and programmes
 - (xv) Problem of organizing and mobilizing community participation in development
 - (xvi) Problem of law and order
 - (xvii) Problem of dealing with organized labour unions
 - (xviii) Problem of local government institutions—particularly, the relationship between the elected, legislative element and the bureaucratic, executive element
 - (xix) Problem of conscientization of politicians and public administrators
 - (xx) Problem of education of the citizenry.

The vast majority of the case studies published under IIPA's Case Study Programme can be of much value for training and education in public administration. So far, however, this potential resource has been largely neglected both by the administrator and the trainer.

In order to facilitate the fuller utilisation of this potential, an analytical guide which depicts the critical problems and concepts that can be highlighted by each of the case studies has been prepared for distribution under the aegis of IIPA's Case Study Programme.

SECTION C : UTILISATION OF CASE STUDIES

The use of case studies promotes the active participation of trainees and increases their ability to: (a) analyse the complexity of factors operating in any administrative situation, (b) diagnose the real causes of problems and their inter-relatedness, (c) think of alternatives and their consequences, and (d) become aware of and accept the risks and uncertainties involved in choosing any alternative, in making and implementing any decision.

PHILOSOPHY OF THE CASE METHOD OF TEACHING

There is a distinction between strategy of total commitment to teaching via the case method *vis-a-vis* the strategy of increasing the utilisation of case studies in association with other teaching techniques. It was generally felt, that for the present, it would be more realistic and appropriate to adopt the latter strategy. However, the basic philosophy underlying the case method has great value and should be increasingly internalised by trainers and trainees so that their self concept, their mutual expectations and their interaction patterns get transformed.

The philosophy underlying the utilisation of case studies is based upon a more evolved understanding of the process of learning, specially adult learning, and also on a superior perspective of how a more professional approach to decision making and administrative behaviour can be developed.

The three basic assumptions regarding the learning process are:

- (a) adults learn by examining their own experience and consequently, developing new ways of perceiving;
- (b) adults learn by interaction with each other;
- (c) adults learn by analysing concrete situations, and by induction, developing usable concepts which provide guidance for future situations.

The three basic ingredients for the development of a professional perspective to decision making are:

- (a) clearer awareness and appreciation of the multiple, holistic consequences of behaviour;
- (b) sensitivity to other people;
- (c) ability to analyse situations, search for and relate relevant data, diagnose the real problems and causes, examine multiple alternatives and be aware of and accepting of the risks involved in any decision.

ROLE OF TRAINER

- (a) The trainer must learn to encourage a balanced discussion of the case study.
- (b) Clusters of case studies, in the proper sequence, should be utilised.
- (c) Additional materials relevant for fuller understanding of the case study should be given where necessary. Thus, case studies should be supported by theoretical readings research findings, general sectoral information, etc.
- (d) Case teachers have to be careful that trainees do not make simplistic generalisations or get reinforced into pre-existing cynicism and prejudice.
- (e) Case teachers should set aside some office hours for interaction with the trainees on a one to one or small group basis.
- (f) Trainees should invite case writers to contribute to their class discussions and to interact with their trainees.

STYLE OF TRAINER

Each trainer develops his own individual style. Essentially, however, this should be non-directive. This style is more conducive to genuine learning because learning cannot be forced. People learn because they want to learn.

TYPES OF CASE STUDIES

There are two basic types of case studies ;

- (a) knowledge/informational on type
- (b) decision-making type.

The knowledge/informational type of case studies are useful for increasing the trainee's awareness about the environment in which he functions.

The decision-making type of case studies are useful for increasing the capacity of the trainee to analyse problems, be sensitive to subtle nuances and cues, diagnose the real cause, think of alternatives, and their multiple consequences in the short and long run, and make decisions; in other words, internalise the professional approach to decision making.

Both types of case studies have their advantages and disadvantages. It would be preferable for the trainer to use a judicious mix of these case studies in the training programmes.

SUITABILITY FOR DIFFERENT LEVELS OF TRAINEES

Case studies are an extremely significant means for the teaching of all adults—right from young graduate students to top level public administrators.

LISTS OF CASE STUDIES

Case studies should be identified and listed on the basis of :

- (a) specific problems and theoretical concepts
- (b) specific training programmes
- (c) specific target groups.

AGE AND LENGTH OF CASE STUDIES

It is important to use *appropriate* case studies—the age or length of a case study, in itself, are not the determining factors. Rather, the trainer must analyse as to whether the case study usefully highlights the issues, problems and other phenomena that he wishes the trainees to diagnose and understand.

If the trainer feels that a particular case study is useful but unnecessarily long, he can easily make the necessary deletions and thus suitably modify it for the purpose of his training programme.

SIZE OF CLASS AND DESIGN OF CLASSROOM

Generally, for case teaching, a class should have a minimum of about fifteen students; the maximum size could be about one hundred. In a class below the minimum size it is difficult to generate the desired range of ways of perceiving problems, while in a class beyond the suggested maximum size, face to face interaction, which is very important in case discussion, becomes impossible.

The design of the classroom should be in the form of a U so that participants can see each other face to face and the trainer can also easily see and be seen by all the trainees.

RESPONSIBILITY OF USER INSTITUTIONS

It is the responsibility of the user institutions to continuously monitor their training programmes and to diagnose the areas and issues for which they require more case studies. Through their own efforts and with the cooperation of potential case writers, these case studies should [then be prepared.

SECTION D : WRITING OF CASE STUDIES

The purpose of a case study is to realistically portray the dynamic unfolding of a particular administrative happening. It is important to keep this in mind when writing a case study.

Case studies can be made from three main perspectives :

- (a) Training,
- (b) Research,
- (c) Operational reforms.

THE CASE WRITER'S TASK

- (a) The case writer should give a balanced and accurate presentation of the reality.
- (b) The views of the various significant persons and groups critical to the happening should be given. However, the case writer should not give his own views or bias the writing with his own value judgements. If the case writer wishes to give his own assessment of the situation, this should be done at the end in the form of a sequel to the case study entitled : Case Writer's Perception.
- (c) The case study should be rich in its portrayal of the human dimension. This means that feelings should be given equal weightage as the so-called objective facts of the situation. Some of the typical feelingful human dimensions that may need to be portrayed in a case study are :
 - (i) Individual needs, attitudes, values, expectations, frustrations, anxieties jealousies, interests, ambitions, satisfactions, self-concept, etc.
 - (ii) Interpersonal friendship, indifference, hostility, trust, mistrust, power dominance, historical context of relationships, etc.
 - (iii) Group pressures, norms, codes of conduct, etc.
 - (iv) Intergroup cooperation, rivalry, positive and negative evaluations, etc.
 - (v) Informal organization and communication
 - (vi) Organizational hierarchy, climate and culture
 - (vii) Quality of interorganizational relations
 - (viii) Regional, linguistic, caste, religious feelings, etc.
 - (ix) Political, economic, social dimensions
 - (x) Feeling for national development

- (xi) Empathy for the poor and the weak
 - (xii) Humanistic consciousness, conscience and commitment.
- (d) The case writer should safeguard the participants involved in a case study by keeping them anonymous. Only in a few cases, when it is absolutely germane to the quality of the case, should the case writer make an exception to the principle of anonymity; and, in such cases, the case writer has to clarify his intentions to all participants from the very beginning of his interaction with them.
- (e) The case writer should provide relevant background information, for example, broad sectoral information, in the form of an appendix to the case study.
- (f) In the decision-making type of case study, the case writer should build the story to the point when the key decision-maker(s) in the case has to make a decision. This would comprise Part I of the case study. The actual decision taken and its consequences should be presented in a second part that is, in Part II of the case study. This approach to the writing of case studies greatly facilitates the case user in creating a stimulating discussion among the participants on the basis of Part I of the case study. Since the actual decision taken is not known to them, the participants experience greater interest in thinking through the problems and the decisional alternatives.
- (g) The case writer should be as complete and comprehensive as possible *vis-a-vis* the happening that he portrays. Five important criteria for good case writing are :
- (i) Objectivity
 - (ii) Chronological accuracy
 - (iii) Clarity
 - (iv) Sensitivity
 - (v) Comprehensiveness.
- (h) In addition to the case study itself, the case writer

should give a brief note which could serve as a guide to the case user. This should give the case writer's perception on :

- (i) objectives of the case study
- (ii) issues/problems/ concepts highlighted by the case study.

TYPES OF CASE WRITERS

Case studies can be written by insiders, *i.e.*, people involved in an administrative situation or by outsiders. Both types have their advantages and disadvantages.

Insiders have intimate, personal knowledge of the situation but they run the grave risk of biasing the study by their own value judgements and evaluations and also, of overdramatizing their own role. On the other hand, outsiders have the disadvantage of not knowing enough about the situation particularly, the subtle, intimate kind of knowledge that insiders have about people and relationships. However, the task of keeping their own feelings and values out of the case study is much easier for the outsider.

PROBLEMS IN CASE WRITING

The following are some of the critical problems in case writing :

- (a) difficulty of access to key participants in the situation;
- (b) difficulty of access to material on the situation;
- (c) participants' resistance to revealing information because of their fear of negative consequences;
- (d) low valuation and institutional recognition for the task of case writing;
- (e) inadequate allocation of financial resources for case writing;
- (f) difficulty in obtaining permission from organizations for :

- (i) the writing of case studies
- (ii) the publication of these studies.

Lists of case writers/potential case writers should be made and exchanged by all institutions that are interested in the preparation of case studies.

SECTION E : ACTION PLAN FOR IIPA'S CASE STUDY PROGRAMME

IIPA's Case Study Programme should be continued, intensified and expanded. To facilitate this, a Case Studies Unit should be institutionalized in the IIPA.

OBJECTIVES OF IIPA's CASE STUDY UNIT

IIPA's Case Study Unit would have the following major objectives :

- (a) to prepare and to promote the preparation of case studies in public administration;
- (b) to facilitate and promote increased awareness, valuation and utilisation of case studies in public administration.

FUNCTIONS OF IIPA's CASE STUDY UNIT

To achieve its objectives, IIPA's Case Study Unit should perform the following functions :

- (a) prepare case studies in public administration,
- (b) make lists of case studies in public administration on the basis of :
 - (i) issues/concepts highlighted by them
 - (ii) their relevance to specific areas of public administration
- (c) encourage faculty members within IIPA to make use of these case studies in their training programmes and to become actively involved in the writing of new case studies
- (d) set up a Case Studies Section in the IIPA library

- (e) identify case writers/potential case writers and encourage, support and guide them in preparing useful case studies
- (f) organize workshops/seminars for :
 - (i) Writers of Case Studies
 - (ii) Users of Case studies
 - (iii) Writers, Users and Administrators
 - (iv) Senior and top level Administrators
- (g) serve as a Public Administration Case Clearing House
- (h) conduct independent and sponsored training programmes on :
 - (i) The Art of Writing Case Studies
 - (ii) The Art of Utilising Case Studies
- (i) encourage training programme directors to identify the kinds of case studies that they require and to facilitate the preparation of such studies
- (j) send Case Study Experts on deputation to various institutions to assist them in their efforts in the writing and utilisation of case studies
- (k) encourage cooperative effort by academicians and administrators in the writing of case studies
- (l) give wider publicity to case studies published by the IIPA and to IIPA's Case Study Programme
- (m) encourage Central and State Governments, Public Enterprises/Organisations, Academic Institutions and Universities to :
 - (i) establish Case Study Units/Cells to promote and give in-house guidance on the writing and utilisation of case studies.
 - (ii) write case studies in their respective sectors/ areas of operation and interests and encourage the utilisation of case studies in their various training programmes
 - (iii) hold workshops/seminars for case writers, users and senior administrators

- (iv) prepare lists of case writers/potential case writers
 - (v) develop closer interinstitutional cooperation with IIPA's Case Study Unit as well as with each other
- (n) develop closer institutional cooperation in the area of case studies with institutions/centres of public administration outside India
- (o) engage in any other activities that would heighten the value and promote the writing and utilisation of case studies in the field of public administration. These could include, among others, the following :
- (i) promotion of the policy of greater value for the training/human resources development function in the field of public administration
 - (ii) facilitation of a stronger linkage between the training of administrators and their promotion to positions of higher responsibility
 - (iii) encouragement to the policy of giving the training function equal weightage with the research function in the performance evaluation of academicians and in their selection for positions of higher responsibility
 - (iv) increase in the remuneration of case writers for the preparation of case studies
 - (v) encouragement to faculty members to include an allocation for the preparation of case studies in the budgets of the various training programmes directed by them
 - (vi) reduction in the time period taken in the acceptance or rejection of case studies submitted to IIPA's Case Study Programme
 - (vii) development and dissemination of notes/articles/books which provide useful guidance for the arts of case writing and utilisation
 - (viii) organization of annual competitions in the area of case studies in public administration.

PRIORITY AREAS FOR CASE WRITING

Each organisation/institution should establish its own list of priority areas for the writing of new case studies depending upon its individual requirements. IIPA should, by and large, focus on the broader, more general areas. These could include :

- (a) formulation, implementation and impact of national policies, programmes and projects
- (b) relationship between the elected, democratic element and the official, bureaucratic element in public administration
- (c) political parties and their behaviour
- (d) administrative policies, rules and regulations, particularly, in the area of personnel administration. Important areas in this regard would be :
 - (i) examination of governmental rules and regulations
 - (ii) recruitment policies and practices
 - (iii) performance appraisal policies and practices
 - (iv) placement, transfer and promotion policies and practices
 - (v) remuneration/compensation system
- (e) administrative behaviour at the senior and top levels
- (f) processes of administration :
 - (i) perception
 - (ii) decision-making
 - (iii) planning
 - (iv) organizing
 - (v) staffing
 - (vi) leadership
 - (vii) motivation
 - (viii) communication
 - (ix) interaction
 - (x) coordination
 - (xi) monitoring

- (xii) control
 - (xiii) training
 - (xiv) innovation
-
- (g) role and impact of training in development administration
 - (h) morale of public services
 - (i) organisation structure/design
 - (j) organisational efficiency, effectiveness and development
 - (k) problems of interorganizational coordination
 - (l) relationship of administration with organised labour unions
 - (m) unorganised sector
 - (n) strikes, agitations, national disturbances and movements
 - (o) political and administrative corruption
 - (p) peoples' participation in development
 - (q) self employed sector
 - (r) prominent successes and failures of public administration
 - (s) other priority areas.

In view of the large number of priority areas for case writing, it would seem preferable for IIPA to publish at least two volumes of case studies each year. One of these should consist of case studies on a particular theme/priority area and the other volume(s) should consist of case studies in a variety of priority areas. □

APPENDICES

APPENDIX I

WORKSHOP PROGRAMME

Thursday—22nd April, 1982

- 0900 Registration of participants and distribution
of background material
- Inauguration Welcome : Dr. Jaideep Singh
- 1015-1130 Introduction to
the Workshop : Shri P.R. Dubhashi
Inaugural address : Dr. B. Venkatappiah
Chairman's remarks : Prof. M.V. Mathur
Vote of thanks : Prof. S.P. Verma
- 1130-1145 Coffee Break
- 1145-1300 Use of Case Studies in Administrative Train-
ing Institutes—Discussion
Chairman : Shri P.R. Dubhashi
- 1300-1415 Lunch
- 1415-1530 Presentation and Discussion of the Case
Study "BEST Strike"
Speaker : J. B. D'Souza
Chairman : Prof. Kuldeep Mathur
- 1530-1545 Coffee Break
- 1545-1700 Teaching Via the Case Method
Speaker : Prof. Ishwar Dayal
Chairman : Prof. S.P. Verma

Friday—23rd April, 1982

- 1015-1130 Experience of Using and Expectations of
Case Studies by Training Institutions
Speaker : Shri P.R. Dubhashi/
Dr. Jaideep Singh
Chairman : Prof. M.V. Mathur
- 1130-1145 Coffee Break

Study "The Establishment of the Institute of Technology at the Banaras Hindu University"

Speaker : Shri M.K. Chaturvedi

Chairman : Prof. M. Bhattacharya

1300-1415

Lunch

1415-1530

The Art of Case Writing

Speaker : Shri K.N. Bhutani

Chairman : Shri P.R. Dubhashi

1530-1545

Coffee Break

1545-1700

Guidelines for Case Writing in the Future
(revision of the existing IIPA guidelines)—
Discussion

Chairman : Prof. M.V. Mathur

Saturday—24th April, 1982

1015-1130

Problems and Issues in Case Study Writing
and Utilisation—Discussion

Chairman : Prof. M.V. Mathur

1130-1145

Coffee Break

1145-1300

Identification of Priority Areas for case
Writing—Discussion

Chairman : Shri A.C. Bandyopadhyaya

1300-1415

Lunch

1415-1530

Organisation of IIPA's Case Study Pro-
gramme—Discussion

Chairman : Shri P.R. Dubhashi

1530-1545

Coffee Break

1545-1700

Conclusions and Recommendations of the
Workshop : Shri P.R. Dubhashi

Valedictory Address : Shri B.C. Mathur

Chairman : Shri T.N. Chaturvedi

Vote of Thanks : Dr. Jaideep Singh

APPENDIX II

LIST OF INVITEES

CASE WRITERS

1. Shri P.S. Bhatnagar Secretary, P.W.D. & I.S.C. Department, Delhi Administration, Vikas Bhavan, New Delhi.
2. Shri N.K. Bhojwani 7, Nizamuddin East, New Delhi.
3. Shri B.A. Continhe Project Director, District Rural Development Society, Government of Karnataka, Raichur.
4. Shri Ranjit Issar Chief Administrator, Housing Board, Haryana, 64, Sector B-A, Chandigarh.
5. Shri Gangadhar Jha Training Associate, Indian Institute of Public Administration, New Delhi.
6. Shri Sandeep Khanna Collector, Reva, Madhya Pradesh.
7. Prof. M.A. Muttalib Director, Regional Centre for Urban and Environmental Studies, Osmania University Campus, Hyderabad.
8. Shri Raj Nandy Reader, National Institute of Urban Affairs, 11, Nyaya Marg, Chanakya Puri, New Delhi.
9. Prof. Laxmi-Narain Head, Department of Business Management, Osmania University, Hyderabad.
10. Shri R. Narayana-swamy Deputy Secretary, Department of Rehabilitation, Jaisalmer House, Mansingh Road, New Delhi.

11. Shri M.V.S. Prasada Rau Hony. Secretary, IIPA Andhra Pradesh Regional Branch, Shanti Niketan (Annexe), 6-3-900/4 Raj Bhawan Road, Somafiguda, Hyderabad.
12. Dr. B.D. Sharma Vice Chancellor, North Eastern Hill University, Lower Lachau-miera, Shillong.
13. Prof. Sudesh Kumar Sharma Professor of Public Administration, Punjab University, Chandigarh.
14. Shri G.C. Singhvi Inspector General of Police, Jaipur, Rajasthan.
15. Shri H.M. Singh Vice Chairman, Madras Metropolitan Development Authority, 52, EVK Sampath Road, Madras.
16. Shri M.M.K. Wali Chief Secretary, Government of Rajasthan, Jaipur.

CASE USERS

1. Shri S.S. Ahluwalia Director (Training), Department of Personnel & A.R., Ministry of Home Affairs, New Delhi.
A-2/E-4, Curzon Road Barracks, Kasturba Gandhi Marg.
2. Prof. Ashok Pratap Arora Indian Institute of Management, Calcutta.
3. Dr. N.M. Bhagia National Institute of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi.
4. Shri A. Banerjee Advanced Level Telecommunication Training Centre (P & T), Sanchar Bhawan, 20 Ashoka Road, New Delhi.
5. Dr. (Mrs.) Shyama Bharadwaj Lecturer, Directorate of Correspondence Courses, Panjab University, E-35, Sector 14, Chandigarh.
6. Shri S.N. Chatterjee Posts & Telegraphs Training Centre, Saharanpur.

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|------------------------------|--|
| 7. Shri Amiya K. Chaudhuri | L/U 7, Government Housing Estate, ODRC, Calcutta. |
| 8. Shri K.S. Dhillon | Director (Training), Bureau of Police Research and Development, Ministry of Home Affairs, New Delhi. |
| 9. Dr. D.C. Dubey | National Institute of Health and Family Welfare, New Mehrauli Road, Munirka, New Delhi. |
| 10. Shri Arun Kumar Gaur | Lecturer in Sociology, Mohalla-Kila, Kashipur, Nainital. |
| 11. Shri O.P. Gupta | Chief Consultant, National Productivity Council, Productivity House, Lodi Road, New Delhi. |
| 12. Shri R.K. Gupta | Deputy Director, Institute of Secretariat Training and Management, West Block 1, R.K. Puram, New Delhi. |
| 13. Shri G.R.R. Iyer | Chief Engineer & Director, Staff Training College, Buildings and Communication Department, Sector 19, Gandhinagar. |
| 14. Shri R.C. Iyer | Secretary, Administrative Reforms and Office Management, General Administration, Department, Mantralaya, Bombay. |
| 15. Shri S. Venkatarama Iyer | Director, Directorate of Training, Customs & Central Excise, A Wing, 3rd Floor, Pushpa Bhavan, Madangir Road, New Delhi. |
| 16. Shri Madan Jha | Director (Training), Directorate of Union Territories Council Services (Training). 'B' Block, Vikas Bhawan, New Delhi. |
| 17. Shri S.P. Joshi | Director, I.A.A.S. Staff College, Simla. |
| 18. Mrs. Alka Kala | Under Secretary, Department of Personnel & A.R., Ministry of Home Affairs, New Delhi. |

19. Dr. P.D. Kaushik B/190 Brij Enclave Colony, Sunderpur, Varanasi.
20. Dr. Z.A. Khan Institute of Criminology & Forensic Science, Ministry of Home Affairs, Government of India, 4-E Jhandewalan Extension, Rani Jhansi Road, New Delhi.
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23. Shri H.M. Mathur Joint Secretary, Department of Personnel & A.R., Ministry of Home Affairs, New Delhi.
24. Prof. Prayag Mehta Dean, National Labour Institute, AB-6, Safdarjung Enclave, New Delhi.
25. Prof. S.S. Mehta Indian Institute of Foreign Trade, Ashok Bhawan, 93 Nehru Place, New Delhi.
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38. Dr. K.C. Seal Director-General, Central Statistical Organisation, Sardar Patel Bhavan, Sansad Marg, New Delhi.
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| 44. Shri A.K. Srivastava | Advanced Level Telecommunication Training Centre (P & T), Sanchar Bhawan, 20, Ashoka Road, New Delhi. |
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| 51. Shri Sudhir Verma | Special Secretary (A.R.), Government of Rajasthan, Jaipur. |
| 52. Lt. Col. S.K. Wali | Deputy Director, Defence Institute of Work Study, Landour Cantt., Mussoorie. |

IIPA FACULTY

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|------------------------|--|
| 1. Prof. A.P. Barnabas | Professor of Sociology & Administration. |
|------------------------|--|

2. Prof. S.K. Goyal	Professor of Economic Administration
3. Prof. Ram Prakash	Professor of Management Techniques
4. Prof. Kamta Prasad	Professor of Economics and Rural Development
5. Dr. K.L. Handa	Reader in Financial Management
6. Dr. O.P. Minocha	Reader in Public Administration
7. Dr. R.B. Puri	Reader in Organisational Behaviour and Interpersonal Relations
8. Dr. K.S.R.N. Sarma	Reader in Urban Finance
9. Shri M.L. Sudan	Reader in Economics
10. Dr. R.K. Tiwari	Reader in Public Policies and Rural Studies
11. Shri J.C. Kapur	Senior Management Analyst
12. Shri B.M. Naik	Senior Management Analyst
13. Shri M.K. Gaur	Lecturer
14. Shri Anil C. Ittyerah	Lecturer
15. Mrs. M. Lakshmi-swaramma	Lecturer
16. Shri M.K. Narain	Lecturer
17. Miss Sarala B. Rao	Lecturer
18. Dr. B.R. Sharma	Lecturer
19. Dr. D.R. Singh	Lecturer
20. Shri Shekhar Singh	Lecturer
21. Miss Sujata Singh	Lecturer
22. Shri R.K. Wishwakarma	Lecturer

RESOURCE PERSONS

1. Shri K.N. Butani B-15, Geetanjali, New Delhi.
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5. Shri J.B. D'Souza Principal, Administrative Staff College of India, Bella Vista, Hyderabad.
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8. Prof. Kuldeep Mathur Indian Institute of Public Administration, New Delhi.
9. Shri B. Venkatappiah Chairman, Standing Committee, Indian Institute of Public Administration, New Delhi.
10. Prof. S.P. Verma Indian Institute of Public Administration, New Delhi.

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11. Dr. Jaideep Singh Workshop Coordinator, IIPA,
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Shri M.K. Gaur Miss Sarala B. Rao

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Shri Om Anand, Publication Officer
Shri Hari Satya Paul, Supdt. (T)
Shri A. Satyanarayana
Shri C.L. Arora
Shri U.S. Rawat, Supdt. (Hostel)

APPENDIX III

GUIDELINES FOR CASE WRITING

DEFINITION OF A CASE STUDY

The term 'case study' has a variety of meanings. Used in a broad sense, it would cover a case report, a case history, an organisation study, a record of a particular administrative decision or incident or the process of decision making or a study of a particular operation or problem.

For purposes of the IIPA Case Studies Programme, a 'case study' is conceived as a written narrative account of how one or more public officials: (i) arrived at a policy decision, or (ii) implemented a policy decision or a programme, or (iii) dealt with a particular administrative situation or applied a particular policy or rule. A public administration case study attempts to portray (a) the environmental context in which an administrative decision, incident or event took place (b) the several factors and influences (including values and attitudes of the participants involved) which had a bearing on it (c) the different alternatives which were available for administrative decision or action (d) choice of a particular alternative (e) its after-effects.

It deserves to be noted that no decision is ever complete. Every decision, to a larger or lesser extent, has an impact on decisions that are made later. The administrative process is a continuing series of complex decision-making. For this reason, a case-writer has arbitrarily to delimit his field of inquiry.

USE OF CASE STUDIES

The case study technique has several uses. Case studies can be utilised for: (a) teaching; (b) training; (c) research;

(d) improvement of the administrative decision-making process and improvements in systems and procedures; (e) improvement in policies and programmes; (f) creation of a better understanding of the complexity of the administrative process among citizens.

The use of the case method for purposes of teaching and training has an edge over other methods of instruction because it gives the trainees a vicarious experience of administrative reality and helps them to understand how the 'concepts' and 'proverbs' of public administration are applicable in the actual administrative situation. The trainee is introduced to a wide range of factors and influences which affect decision-making and this helps to sharpen his understanding of the administrative process as well as his ability to analyse facts and make judgements.

The advantage of the case method in research is that it helps evolve generalisations about administrative behaviour and practice in a particular socio-political setting. A cluster of case studies on a particular problem or theme can be considerably useful in testing the validity of the research hypotheses and in identifying new issues and propositions for further research.

The operational value of the case study method is two-fold. Case studies help considerably to heighten the administrator's awareness of the internal and external environments surrounding administrative situations. They also help to improve the capacity of the administrator for a more professional approach to decision-making.

Administrative decisions can be classified into two categories: (a) programmed decisions for which a definite procedure has been laid down, (b) non-programmed decisions which deal with unique or novel situations. For both programmed and non-programmed decisions, case studies in public administration help to focus attention on the following aspects of decision-making:

- (a) the need for creating alternative courses of policy or action and choosing the one which will give the optimum results in terms of goal achievements
- (b) the need for taking into consideration the imple-

mentation feasibility of the proposed decision, anticipating difficulties which are likely to arise in execution and preparing in advance for timely remedial action

- (c) the desirability of taking into account the dysfunctional or negative aspects of a decision and its consequences in areas other than those with which the administrator is directly concerned.

SOURCES OF MATERIAL FOR CASE STUDIES

The source material for a case can be found under six main headings :

- (i) Interviews with key participants and observers
- (ii) newspaper reports
- (iii) judicial and quasi judicial hearings and reports
- (iv) parliamentary debates or papers
- (v) Archival records, dossiers, files and official histories
- (vi) books, magazine articles and other public writings of the actors in the case.

The interview is the most important single method of collecting data. An ideal case is written when all the relevant sources are properly and exhaustively utilised. However, the lack of any one or a group of these sources need not deter the case-writer from writing his case. The aim of the a case writer should be to make the best use of the available data. Some of the gaps get filled as the case develops; others remain unfilled.

GUIDELINES FOR CASE WRITING

For preparing a case study, the following points may be borne in mind :

- (i) Short cases should not exceed about 3000 words, *i.e.* 12 double spaced typed pages. The long cases may range between 10,000 to 15,000 words.
- (ii) The case study may relate to a single decision, event, incident or issue or an interrelated network of

decisions. It may cover the implementation of the decision and the difficulties encountered therein. Both 'policy/decision' and 'implementation' can be the subject of a single case study. However, this may not be feasible for purposes of a short case study.

- (iii) The decision or incident which is selected should ordinarily be a representative or a normal event even though dealing with a pathological or a highly 'effectively handled administrative situation will also serve a useful purpose.
- (iv) A case study can be written from three types of perspectives: (a) 'individual' perspective, *i.e.*, from the point of view of the decision-maker: (b) 'multiple' perspective, *i.e.*, from the angle of each participant in the decision-making process (c) 'olympian' perspective, *i.e.*, from an overall angle.

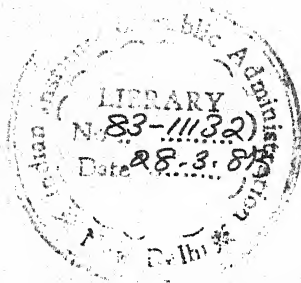
If the decision or event selected is one in which the participant was personally involved, it would be preferable to write the case study from 'individual' perspective. If the decision or problem covered by the case study is quite complex, 'multiple' perspective may be used with advantage

- (v) In all case studies, the case writer has to carefully describe each individual participant's role as the latter saw it and not as the case writer interprets it by hindsight.
- (vi) The narration of the various events or developments leading to the decision (or action for the implementation of the decision) should be in chronological time sequence and the facts should be recorded in an objective manner. Total objectivity can never be achieved, but personal bias can be checked if the case writer is cautious and attaches importance to impartiality in presentation of facts. The personal comments of the case writer should be given separately at the end of the case narrative.
- (vii) In narrating the various developments, the following factors, as may be relevant, may be covered ;

— organisational objectives and purpose

- urgency and importance of the issues or problems
- pertinent policy directives, rules or regulations
- organisational processes involved, such as, hierarchical levels; communication process and methods; flow of information; influence of seniors, peers and juniors; exercise of official authority; personal influence; style of leadership; motivational forces, etc.
- critical environmental and internal pressures
- various alternatives available to the decision-maker and the attention paid to each of them
- the final decision and the reasons for it as perceived by the decision-makers.
- the net result of the decision in terms of: (a) immediate objectives (b) long term objectives.

The above guidelines are only suggestive. A good case study in public administration is a piece of administrative literature and the case writer has obviously the responsibility and freedom to choose his own style and mode of presentation.



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